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"Training 2000"

presented to the TAFE Heads of Schools,  
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**ORGANISATION:**

TAFE  
HEADS OF SCHOOLS

Adam Graycar

**DATE:**

2 NOVEMBER 1992

**PLACE:**

VICTOR HARBOR

**TOPIC:**

TRAINING 2000

①

We live in a world  
of enormous paradox. We  
live in time of astounding,  
stunning & monumental  
change

We can find technical solutions to many of our problems. We can think the unthinkable and do the undoable - yet are we a lot better off? We can do magic on our computers, land a person on the moon, analyse the gases surrounding Jupiter, fire a probe into the nucleus of Halley's Comet. We have learned brilliantly the means of accomplishing scientific and technical advance. When we look at our present capacity to solve problems it is apparent that we do our best when the problems involve little or no social context. We're skilled in coping with problems with no human ingredient at all, as in the physical sciences or in the technologies. We can send people to the moon, <sup>place in text. 27</sup> yet we can't find jobs for our young people; or appropriate accommodation for all our older people; we can build in our big cities, gleaming skyscrapers with computer controlled talking elevators, yet we can't make traffic flow;

telecommunication wonder,

No wonder the kids are confused  
... ..

## POSSIBLE LINE OF ARGUMENT FOR HIGH SCHOOL PRINCIPALS

1. Economic recession and – more importantly – the longer term needs of industry restructuring, have put the vocational role of education at the forefront of the economic agenda. While TAFE is at the leading edge of this movement for vocational relevance, for stress on competencies, for modularised curricula and for alternative teaching and learning methodologies and for a greater industry influence on course design and delivery, the school and university sectors are by no means exempt.
2. We all know that education, especially in schools, is about far more than the instrumental values of the workplace. But unless education is sufficiently supportive of students' career aspirations these wider purposes will themselves be under threat.

3. Nowhere is this more evident than in senior secondary schooling. When, not much more than a decade ago, Year 12 was the <sup>preserve</sup>~~pressure~~ of an ambitious third of the age cohort, the choice between academic and vocational could be fudged – although few teachers suffered from the illusion that the competition for a matriculation score permitting entry to medicine or law was based entirely on a love of learning. Now that we are talking about 80 – 90 per cent of the cohort completing Year 12, the issue of vocational relevance cannot be avoided.

yr 12  
univ  
numbers

4. Unfortunately there are problems arising from our previous attitudes. The worst of these is the view that unless Year 12 leads to a university place the effort has been wasted. A second, perhaps contrary problem is that TAFE pathways, like apprenticeships, which previously provided opportunities for the reasonably talented but academically disinclined, are less readily available.

(4)

For many trades, incoming apprentices – currently much reduced in number – not only have Year 12 qualifications but in many cases work experience beyond school. For para-professional TAFE courses, Year 12 is a prerequisite – but unfortunately is seen as an inferior alternative to university training, rather than as a worthwhile career in its own right with increasing opportunities to transfer to degree training with credit.

5. The Finn and Carmichael Reports are attempts by the public to come to grips with these increasingly severe social problems.

*The major comp.  
are the encapsulation &  
(almost) operationalisation  
of the process.*

*Nat'l agenda issuer*

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It is possible to summarise the key points raised in those documents as follows:

- . Education and training will play an active role in responding to the major economic challenges facing Australia; particularly in restructuring the labour market.
- . The level of participation in education and training is to increase significantly (national targets).
- . There is a need to improve the quality and flexibility of our education and training systems.
- . There is a need to improve the distribution and balance of the national education and training effort to better meet the needs of the economy and labour market.
- . There are areas of knowledge, understanding and skills which all 16-20 year olds should experience (Key Competencies).
- . The employment and training opportunities for the disadvantaged should increase significantly.
- . A new structured entry level training system should be developed, with flexible arrangements between TAFE, senior secondary colleges and the workplace (Australian and Vocational Certificate Training System).
- . Competency based curriculum and assessment should be implemented to create consistent expectations of students whether in TAFE, schools and/or the workplace.
- . Vocational options should be included in upper secondary school curriculum.

Broad career education should be included in school curriculum.

There should be more emphasis placed on post-compulsory education and training in relation to employment and the work environment - hence the convergence of general and vocational education.

There will need to be changes to both senior secondary, curriculum and TAFE curriculum to accommodate the 'convergence' of general and vocational education.

These themes emerge from a climate which places many stresses on young people and on schools:

High youth unemployment - hence youth treated as a problem rather than a resource for the future. Short term solutions implemented to reduce unemployment; no coherent education/training strategies.

Although entry into full-time work is still seen as a crucial point in the life of young people both materially and symbolically, changing patterns of employment are limiting the number of employment opportunities for young people. This has been brought about by industry restructuring (including new work practices) and new technology. The economic downturn has accentuated this situation.

Schools find themselves in the forefront of the battle for economic survival. They are blamed for the unemployment of young people and are looked upon to remedy the problems - hence:

- accusations of irrelevance.
- demands for the teaching and assessment of the basics.
- the forging of closer links between work and education.
- demand for rigorous assessment and frequent reporting.

Messages from industry are conflicting:

- (a) the need for generic skills, ability to think independently and apply skills across a variety of situations.
- (b) specialisation, narrow skill acquisition.

Young people are to an extent treated as a homogeneous group in terms of educational provision, even a development like SACE may not cater for all and certainly needs to avoid developing rigid and narrow pathways.



## KEY FINDINGS OF A.D. LITTLE

- (1) S.A.'s ECONOMY IS POORLY  
STRUCTURED AND  
VULNERABLE
- (2) A COMPETITIVE, BALANCED  
AND OUTWARD LOOKING  
ECONOMY NEEDS TO BE  
CREATED
- (3) MOVE TO A NEW INDUSTRY  
STRUCTURE
- (4) ENHANCE THE  
COMPETITIVENESS OF  
INDUSTRY AND  
INFRASTRUCTURE
- (5) INITIATE AN INTEGRATED  
IMPLEMENTATION PROGRAM

1. where does training fit  
into these findings?

Always assumed to be a good thing  
- more = better

strong unquestioned assumption.

From 1965 - 1985 in Aust  
proportion of pop'n holding  
post sec qualification  
doubled from 24.6% to 51%  
while those with degree  
increased from 3.2% to 11%  
- SA behind Aust - lower starters  
But econ growth rates declined.

OECD - different measure of tertiary  
- USA 35%  
- Aust & NZ 31%  
- Canada 30%

big jump Netherlands, Japan, Scandinavia<sup>20</sup>  
Most ~~other~~ Europe, 15%

What do you say to an Antio grad?

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Since the mid 1980s, policy makers have shown a renewed interest in the likelihood that investment in education yields productivity growth. — not just more = better.

There are now many highly respected studies which demonstrate the links between skills development and productivity.

In 1984 the Institute of Manpower (sic) Studies published **Competence and Competition**. ~~This was, Sweet shows us~~ "... a detailed examination of how the vocational education and training policies of the United States, West Germany and Japan underpin those countries' economic competitiveness and how they support a capacity to respond to changing market and economic conditions, together with a less than flattering comparison with ... the United Kingdom."

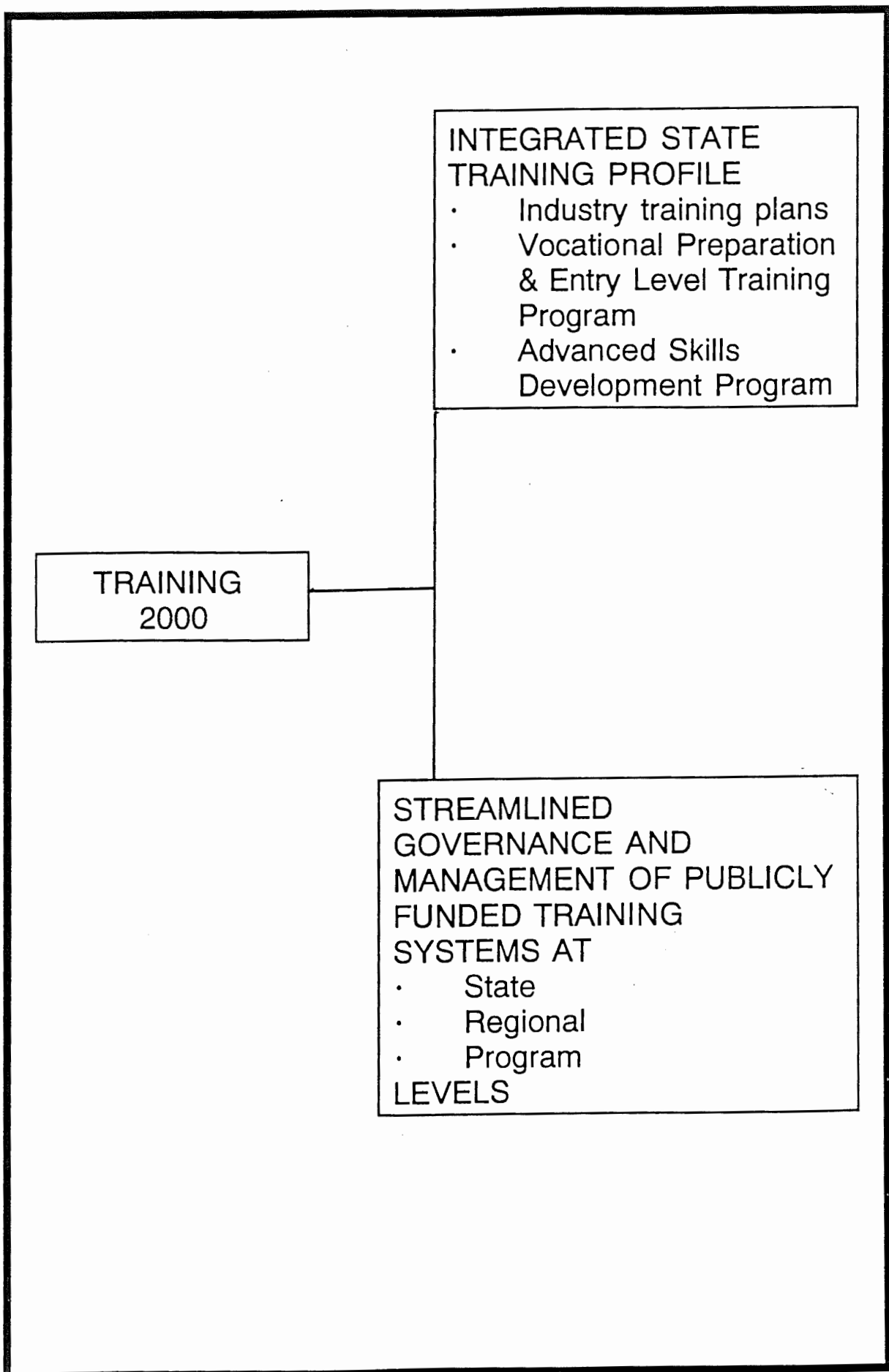
Studies ~~cited by Sweet~~ have shown that "the higher productivity of .... German firms (compared with British firms) is due not necessarily to superior technology but to the greater depth and range of skills of their workforce, and to the attention that is given to training at all levels. ~~Jaikumar (1987) has come to similar conclusions in studies of why Japanese firms have been able to attain productivity levels in the introduction of flexible manufacturing systems that are nearly ten times those observed in the United States."~~

Other studies commissioned by OECD and CEDEFOP and ~~cited by Sweet~~ all conclude "that productivity in advanced technological organisations cannot be achieved without a workforce that is highly education and trained, without substantial organisational resources being devoted to the development of competencies, and without forms of work organisation that encourage multiskilling, participation, flexibility and autonomy in

### **Functions of the Authority**

of the linkages between productivity and other industrial relations policies and policies and science and  
In the light of these various influences it is possible to identify the principal functions of a State Vocational Education and Training Authority. It would be responsible:

- for setting broad policy directions in vocational education and training and employment and youth services
- for providing advice to government on desirable initiatives in these areas
- for developing an effective and independent recognition of training and accreditation service for public and private providers of training
- for administering contracts of training and promoting an efficient and equitable entry level training system



## **TRAINING 2000**

### **INTENDED RESULTS**

- To actively assist Manufacturing and Service Industries to Restructure in order to increase productivity and product quality to best-in-world standards.
- To better use skills upgrading and entry level training as a public policy instrument to minimise social dislocation and social cost arising from the structural transformation of the Macro and Micro economy

## **TRAINING 2000**

### **STRATEGIC OBJECTIVES**

- Facilitate diffusion of "New Workplace Culture" and Advanced Technology throughout Manufacturing and Service Industries by offering flexible products and services to industry for in-house and institutionally based Skill Formation which dovetails with the university system
- Provide an entry level training system which is inclusive, meets the labour market needs of all young people and dovetails with the senior secondary school system
- Provide retraining opportunities to workers displaced by Industry Restructuring
- Provide skills upgrading and retraining to existing workers

## **TRAINING 2000**

### **AS A PROCESS**

- co-ordinates public and private sector training effort to ensure the public effort complements rather than duplicates or competes with private sector effort
- manages the interface between the vocational education sector, the senior secondary school sector and the university sector
- targets skills formation rather than older concept of training
- strengthens the role of business in setting strategic directions for the public training system
- increases capacity to respond to regional economic development priorities
- aligns industry training policies with general industry policies

## Voc Educn & Training Authority

- Industry parties active & well placed
- ITABS to provide advice
- National Inter  
National Vocational Education  
Training System (NVETS)



- for liaison with universities and for developing co-operation between the TAFE and university sectors
- for encouraging the development of vocationally relevant education and training pathways for school students and school leavers.
- for South Australia's relations with the Australian National Training Authority and its participation in the National Vocational Education and Training System
- for determining financial allocations for TAFE and training
- for the overall management of the public TAFE system

It is envisaged that the Board of the Authority would be a small group of experts rather than representatives of interest groups, although the concerns of all key holders would be borne in mind in making appointments. Specific provision may need to be included within legislation for the conduct of certain core activities, such as administration of contracts of training. The Board would be supported by a small Secretariat drawn from existing areas of the portfolio and the VETA legislation would encompass necessary provisions of the present Tertiary Education and Industrial and Commercial Training Acts.

### **The Management of TAFE**

Subject to the policy and financial powers of the Authority's Board, the internal management of the public TAFE system would not be altered by the creation of the Authority. The Department's Chief Executive Officer would manage both the TAFE system and the Authority Secretariat. TAFE Act employees' industrial conditions would remain those determined by the Industrial Commission and there would not be an immediate need for changes to the Technical and Further Education Act.

It is clear, however, that many of the influences which have led to the Government's decision to establish VETA also require changes in the management of the TAFE system.

Essentially, TAFE itself must become more industry driven in planning, curriculum development and delivery. TAFE management structures must be streamlined and decentralised; TAFE institutions must be strong enough to take on a broader range of functions as well as to cope with planned expansion.

## **TRAINING 2000**

### **STATE TRAINING PROFILE**

#### **KEY THEMES**

- Flexible learning systems (eg TAFE Channel, self-paced learning)
- Credit transfers between schools, Industry training, TAFE and universities & cross-sectoral training
- Competency-based training
- Recognition of prior learning
- Integration of international best practice in course content
- Internationalise vocational education and training programs and services for
  - on-shore application
  - export